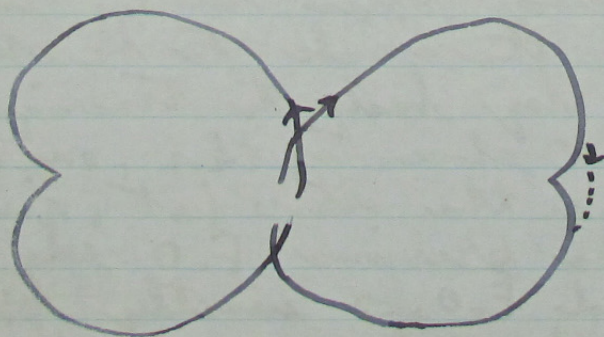


● the tracing, run slightly back. Immediately after the change, lower the body back on the hips, & bend the tracing knee. Finish - Ordinary F.O. &. Close the figure on coming back to the centre, by just crossing the tracing of the F.I. semi-circle.

Three.

Three consists of a F.O. semi-circle, with an outwards turn of the body from the semi-circle, to a B.I. semi-circle, skated on one foot, then repeated on the other foot. The figure is skated in a form, with the threes placed opposite each other on the long axis. Skate on the back part of the skate to start with, gradually go further forward, the turn is made on the front part of the skate. Watch the tracings & skate over them.



Outwards turn.



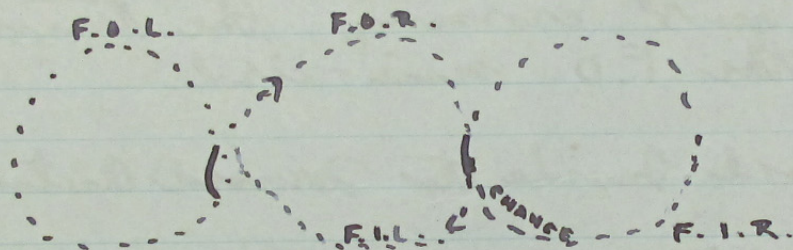
Start - Outside F.O. edge, but with the free arm slightly advanced, stretch the free leg out behind, but not too far off the ice, look at the place the turn is to be made, rotate the shoulders, until they are parallel with the tracing, + keep them level. Just before the turn, press the tracing shoulder blade in, keep the tracing knee bent, body upright over tracing hip, make the turn on the long axis. As the turn is made, press the free shoulder blade in, keep the free arm, + the free leg, out over the line of tracing + the tracing arm slightly across the body. Keep the second  $\frac{1}{2}$  of the circle, as large as the first on coming back to the centre, + look for the starting line of the F.O. edge just skated.

Finish - On returning to the centre, bend the tracing knee more, incline the body into the circle to be skated, bring the free leg back to tracing leg, + start from feet close together, on a true F.O. edge on the other foot, just over the line of the previous F.O. edge. Place the second F.O. 3 exactly opposite the 1<sup>st</sup> + close the 8 by crossing the line of the previous B.I. edge, on coming back to centre.



## Change of Edges.

Change #1 consists of a Forward Outside semi-circle, with a change of edge to a Forward Inside circle, skated on one foot, followed by a Forward Inside semi-circle, with a Change of Edge to a Forward Outside circle, on the other foot. The whole forming a 3 circle figure. Sketch the tracings & skate over them.



## Forward Outside to Forward Inside

Start - Ordinary F.O. edge, with a well bent tracing knee.

About  $\frac{1}{2}$  way around the semi-circle, take the tracing arm slightly back, & the free arm & free leg slowly forced together.

Change - is made from the front part of the skate on the F.O. edge, to the back part of the skate on the F.I. edge. At the change, straighten tracing knee raise body from the hips, swing free leg back quickly, keep free arm forward, & the



Tracing arm slightly back. Immediately after the change, lower the body back on the hips again & extend the tracing knee. Do all these movements as one continuous motion keeping the body upright over the tracing hip, & the arms low throughout the figure.

Finish - Ordinary F.O.S. Close the circle on coming back to the centre, by just crossing the tracing of the F.O. semi-circle.

Forward Inside to Forward Outside.

Start - Ordinary F.I. edge, with the free arm slightly more advanced & a well bent tracing knee. About  $\frac{1}{2}$  way round the semi-circle, take the free arm slightly back & the tracing arm slowly forward, the free leg goes slowly forward with it, so that they are in front of the body.

Change - is made from the front part of the skate on the F.I. edge to the back part of the skate on the F.O. edge. At the change straighten the tracing knee, raise the body from the hips, swing the free ~~arm~~ leg back quickly, free arm forward, &



Juniors

Games Examination

May, 1938

8

~~I~~ (a) List twelve games taken in class suitable for large groups.

~~(b)~~ Name (up to 10) the games you like best in the order of your preference.

~~II~~ Draw diagrams and describe fully:

1. Deck Tennis

2. Nine court Basketball

~~III~~ You are in charge of the sports programme in a private school for girls. Make out a list of the equipment you would need for a year's work. (Do not take expense into consideration).



SUMMARY OF COMMISSION ON COUNSELLING AND GUIDANCE IN PHYSICAL HEALTH AND  
SOCIAL ADJUSTMENT

PHILOSOPHY

The Philosophy of the group of Physical Directors who tackled these guidance problems seemed to be that of the Philosopher who stated that the purpose of all education is to fit a man to live and be lived with, this philosopher had the art of placing first things first. They viewed the problems with the total social order in mind (Fuhrer). Life in all its phases is a matter of man's struggle with his environment to satisfy the needs of his body. Securing the answers is the problem of living - after the answers are met and man has gained experience, he acquires that culture which fits him to be "lived with". As he attempts to meet these needs, he must meet and deal with people and things. His ability to do this - his capacity for meeting situations when he is thwarted - and his skills in merging his body of feelings and emotions with the spiritual and social self of sensations and thoughts determine to what extent he becomes an adjusted personality.

An acceptance of this philosophy which places the physical needs of man as basic and primary, obviously implies that the Physical Director is in a strategic position in the field of Counselling and Guidance.

With this philosophy in mind the answers to Present Practices and Opinions stressed some very important obligations, such as:

1. Health Examinations. (In co-operation with Physicians)  
(A cardinal Principle) (No charge)  
Along with an interview recording any deviations from the normal and giving counsel in health.
2. Records. A complete record kept on file - available to all staff members - a copy to be given to member, if adult - sent to parents if juvenile.
3. Health Education. Testing and Measuring.  
More medical advisory boards should be organized particularly in the field of giving counsel on hygiene and safety.  
The census of opinion seemed to be that more testing and measuring in health should be undertaken although only 19 of 154 indicated the use of tests at the present time.
4. Mental and Emotional Aspects of Examination.  
During the medical examinations indications of mental or emotional tensions very often crop up. It seems to be the opinion of most that more could be done with this knowledge than is now attempted. The Physical Director should at least bring this knowledge to the attention of the proper person on the medical board (a psychiatrist or psychologist) and work with him or have the staff member on Counselling and Guidance follow it up.
5. New Member Interviews.  
The interviewing of new members by the desk man was emphatically voted as unfavorable. This should be done only as a last resort.  
Majority opinion also preferred interview records be kept on separate



from the financial part of the record.

The routing of membership data to all Secretaries is not general enough.

6. Referrals and Resource Persons

According to present practices referrals to and from physicians and clergymen are quite good but with social case workers poor. (The field of mental hygiene). Opinion seemed to favour strengthening our present practice with physicians and clergymen and using them even more as resource persons than is now our present practice, but to put special emphasis on trying to strengthen the bond between the Y.M.C.A. and case workers.

It should be quite possible for Physical Directors to acquire skill in counselling and guidance and be on the same cordial footing with the mental hygienists and psychiatrists. It should be kept in mind that this would not entail the attempted "treatment" of the mentally ill, but only the ability to recognize symptoms of unadjusted situations and the skill to determine when such persons should be referred to a professional practitioner or when frustrations might be relieved by participation in whole-some group program where the real need of the individual might be met.

7. Free vs. Assigned Enrollment.

It is the common stated practice to offer motor skill classes for the improvement in sports and activities and to attempt to find the real needs of members and widen their range of activities.

Yet according to answers as to actual practice at least 50% of the members are allowed to enroll in groups and classes on the basis of their own desires or whims of the moment, utterly disregarding their needs and abilities.

Physical Educators should assume (or perhaps resume it) the responsibility of telling people who come to their gymnasiums what they should do on the basis of an adequate health examination and with respect to their needs and present abilities.

There is evidence to show that the program thus conducted places the Physical Director and the Physical Department Program on a much higher plane in the minds of the members and gives all participants a greater respect for the activities and program in which they engage. (Our present assimilation system not so good according to this).

NOTES FROM THE DISCUSSION GROUP ON THIS COMMISSION

3. Necessary elements of Professional equipment for Guidance

After much discussion, etc., it was almost unanimously agreed that the elements necessary as listed by Dimock Commission of 1933 were still the most essential requirements, such as:

- (a) Knowledge, Insight and Understanding of persons and how they develop characters and personalities.
- (b) Skill in the application of knowledge and understanding to the actual practices and techniques of guidance. (Experience is the key to skill).
- (c) Personality Factors which makes it possible for the Secretary to actually work with persons so that wholesome processes are stimulated rather than violated.
- (d) The skills of Organization and Supervision necessary to develop and direct all program and leadership resources to personal guidance ends.



Some Other Ideas

Professor Melrose

Physical	)		Social - Branches
Emotional	)	End Product	Emotional - Trunk
Social	)	Personality	Health - Roots

Body Needs

food	)	
drink	)	if these are attended to first
play	)	our problems of guidance will disappear
rest	)	or be very easy to solve.
sex	)	

RECOMMENDATIONS FROM THE COMMISSION ON COUNSELLING AND GUIDANCE IN  
HEALTH AND SOCIAL ADJUSTMENT

7. The following special methods and techniques are recommended as valuable to the Director of Physical Education in his guidance work:

- (a) Records - of interest, physical examination, interview, interpretation, attendance and follow up.
- (b) Physical examination
- (c) Interviews
- (d) Skill coaching for individual members
- (e) Group coaching in skill
- (f) Pamphlets on health, attitudes, etc.
- (g) Weight normalizing program
- (h) Referrals to specialists, when needed.
- (i) Guided enrollment into groups and activities.
- (j) Physical and skill tests
- (k) Staff discussions



# GOLF

M. + W. 12-2.

12 lessons + 1 review lesson.

## 1. Design + purpose of clubs.

Iron shots - ① accuracy + ② difficult hits.  
Wood shots - distance.

Iron - shorter shaft, upright angle,  
- closer to ball, club on ground.

No. 5 - long + high shots from  
① Fairway, rough, tee.

2. Grip - 3 knuckles of left hand. FIRM LT.  
diagonal grip.  
- V's to rt. shoulder.  
- overlap

Hands - Connecting hinge btm arms + club shaft.  
Finger grip.  
Control in left.

LL IR (STRAIGHT)

3. Stance - Feet, knees, sit down, hands/arms  
close to body, heels weight.  
- No. 5. in line in left heel.

Back.

4. Swing - ① Along ground, turn hips, head still.  
② Bk of swing, full turn for power,  
club horizontal, hang on to club.  
③ straight left arm.  
④ right elbow to ground.  
⑤ right leg braced.  
⑥ waist bent  
⑦ eye on ball.



## Plan

Days.      5      7      3

Days      3      2      1


Putter.

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## Exercises

### ① Left arm exercise

1. Head steady
2. Arms swing free from shoulders
3. Posture erect
4. Balance on heels.
5. Hands & feet move tog.
6. Swing back - left leads.
7. Swing down - left leads.
8. Hook of feet - across sides of feet.

Left arm - arc  Short swing.

② Body & arms without club.

③ Body & arms with club.

④ Short swing with club.





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